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ABSTRACT

The advantages and disadvantages of block scheduling are considered in 24 articles. The editors provide an overview for each section and a conclusion for the anthology. The first section includes articles which examine issues, concepts, and cases: (1) "All around the Block" (Michael D. Rettig and Robert Lynn Canady); (2) "Block Scheduling: A Means To Improve School Climate" (Daniel C. Buckman, Bonnie Besten King, and Sheila Ryan); (3) "Evaluation of a 4x4 Block Schedule" (Davida W. Mutter, Elaine Hase, and W. Randolph Nichols); (4) "The Trimester: A Competency-Based Model" (Thomas J. Geismar and Barbara G. Pullease); and (5) "A Block Schedule with a Twist" (Dale Alam and Roger E. Seick, Jr.). The second section considers research on the effects of block scheduling: (6) "Block-Scheduled High School Achievement"; (7) "Comparison of End-of-Course Test Scores for Blocked and Nonblocked High Schools (1994 through 1998)" (Public Schools of North Carolina); (8) "Effects on Students of a 4x4 Junior High School Block Scheduling Program" (R. Brian Cobb, Stacey Abate, and Dennis Baker); (9) "Alternative High School Scheduling: Student Achievement and Behavior" (John Pisapia and Amy Lynn Westfall); (10) "A Study of Teacher Beliefs on the Efficacy of Block Scheduling" (Jim Staunton); (11) "Block Scheduling and the Practice of Teaching" (William Veal and David J. Flinders); and (12) "The 4x4 Block-Scheduling Model: What Do Students Have To Say about It" (J. Casey Hurley). The third section contains articles on subject-area research and the effects of block scheduling on special programs: (13) "Block Scheduling and High School Mathematics Instruction" (Steven L. Kramer); (14) "Block Scheduling and Second-Language Instruction" (Mary de Lopez); (15) "The Perceived Effects of Block Scheduling on the Teaching of English" (Louann Reid); (16) "Blocking in Success" (Sylvia L. Cooper); (17) "The Success of 4x4 Block Scheduling in the Social Studies" (J. Allen Queen, Bob Algozzine, and Martin Eaddy); (18) "Physical Education and the Four By Four Schedule" (James G. Bryant, Jr. and David B. Claxton); (19) "A Closer Look at Block Scheduling" (Elizabeth Hoffman); and (20) "Going on the Block: Meeting the Needs of Students with Disabilities in High Schools with Block Scheduling" (Karen E. Santos and Michael D. Rettig). The fourth section's articles deal with the implementing of block schedules: (21) "A Vision for Block Scheduling: Where Are We Now? Where Are We Going?" (Thomas L. Shortt and

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Yvonne V. Thayer); (22) "Ten Guidelines for Implementing Block Scheduling" (Donald G. Hackman); (23) "Steps for Improving School Climate in Block Scheduling" (J. Allen Queen and Kimberley A. Gaskey); (24) "Strategies for Teaching in a Block-of-Time Schedule" (Donald G. Hackman and Donna M Schmitt); and (25) "More Time, More Training" (Linda D. Wyatt). (Contains 20 references.) (RKJ)

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